



Issue 58 2009



Children with Special *Social-Emotional* Needs in Child Care



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Who We Are...

The Child Care Information Center (CCIC) is a free mail-order lending library and information service for anyone in Wisconsin working in the field of child care and early childhood education. Sponsored by the State of Wisconsin Department of Children and Families in collaboration with the Department of Public Instruction, CCIC has worked since 1986 to provide quality resources to match the needs of caregivers and parents.

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Positive beginnings

What can a provider do?

During the first days and weeks that a child with special needs is in child care, providers can do much to help get things off to a good start. Above all, it is important for providers to think of their relationship with parents as a partnership. A child with special needs, like any child, will benefit most when adults form cooperative and supportive relationships around his or her needs.

- ♥ Ask the family and [disability, medical or intervention] specialist for clear, written information about special techniques or equipment required for the child's care. Become familiar with the information.
- ♥ Welcome family members and invite them to spend time at the facility while the child gets used to his or her new surroundings and while you become familiar with his special needs.
- ♥ Ask parents what method of comforting and motivation works best for the child.
- ♥ Know how to reach the parent during the day if questions come up.
- ♥ Budget time to speak or meet with any specialists that the child may already be working with (e.g. staff from Birth to 3, school district, Head Start).
- ♥ Make the child feel welcome from the first day. Introduce him or her to classmates. Have special equipment and accommodations prepared and explain them to classmates.
- ♥ Remember that all parents like to hear good things about their children.

- *Think Big, Start Small/ Together Children Grow: Quality Child Care for Children With Special Needs*. State of Wisconsin, 1999, 2004, 2007. p. 9. Available at http://dpi.wi.gov/ccic/pdf/together_ch_g.pdf This booklet may be ordered from CCIC.

Help From Experts

You will be hearing a lot about a new pyramid in the future. Like the food pyramid, it will picture building blocks that climb from a wide foundation to a higher point. However, the new pyramid is a visual tool for tracking children's emotional and social "diet". It is called the "Pyramid Model Promoting Social and Emotional Competence in Infants and Young Children".

What is "social-emotional" competence?

As a child grows, he/she also grows in the **ability** to bond with grown-ups and playmates in ways that are appropriate for the setting the child is growing up in and the age or stage the child is at. Competence is the outcome of healthy development. Social-emotional competence comes with healthy social-emotional development when a child can:

- experience emotions
- regulate emotions
- express emotions
- explore the environment and learn

To promote healthy development, caregivers need to work at supporting social-emotional wellness in all young children and to prevent problems in children who are at-risk by identifying and working to fix existing problems, and, when necessary, referring children and their families to appropriate services.

Wisconsin caregivers have a new opportunity to learn about how to promote the healthy social-emotional development of the children in their care. Our state has been selected to receive special guidance from Vanderbilt University experts at the Center on the Social and Emotional Foundations for Early Learning (CSEFEL), a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.

CSEFEL focuses on promoting the social-emotional development and school readiness of young children ages 0-5 years. In the months to come, CSEFEL will be helping Wisconsin plan trainings for child care providers and early childhood educators and to identify the gaps in services and resources supporting social and emotional outcomes for children.

What can caregivers do now?

1. Find lesson plans and tips for encouraging social-emotional growth at: <http://www.vanderbilt.edu/csefel/practicalstrategies.html> and <http://www.vanderbilt.edu/csefel/familytools.html>
2. Browse the main CSEFEL website for free resources in English and Spanish available directly at: <http://www.vanderbilt.edu/csefel/index.html>. Extensive, user-friendly training materials include complete training modules, online videos, PowerPoint presentations and more.
3. Sign up for CSEFEL electronic updates at: <http://>

challengingbehavior.list-manage.com/subscribe?u=62b59a27ecc386767221b8344&id=d0f2aa9ad2

4. Look for trainings at: www.t-net.org/myregistry

New Vehicle Alarm Legislation

In response to incidents where children were left in vehicles, the Wisconsin state legislature passed a bill that will require any vehicle with a passenger capacity of 6 or more, owned or contracted for by a child care program and used to transport children, to have a vehicle safety alarm system.

The Department of Children and Families will be providing updates about this law including a timeline for implementation and licensing rule changes. Licensing specialists will be reviewing child care providers' transportation procedures in the coming months. Checklists of the rules that relate to transportation for family child care, group child care and day camps may be found at: <http://dcf.wi.gov/memos/BRL/BRLINDEX.htm>.

Current licensing rules:

- All licensed child care programs and day camps that transport children (or contract with a transportation company for the transport of children) on field trips, to or from school, or to or from home must have a policy on transporting children;
- The transportation policy must include a procedure to ensure that all children exit a vehicle after transport,
- Programs must have a procedure to ensure that a caregiver knows the names, number and whereabouts of assigned children at all times. This means the driver of a vehicle used to transport children in care as well as staff who may be receiving a transported child for care must at all times account for children in care.
- If a child is absent without notification from the parent, the center is required to have a procedure to notify the parent/guardian that the child hasn't arrived.

The DCF transportation safety memo of June 9, 2009, can be read in its entirety at: http://dcf.wi.gov/memos/BRL/2009/2009_04.pdf

Seen and Heard

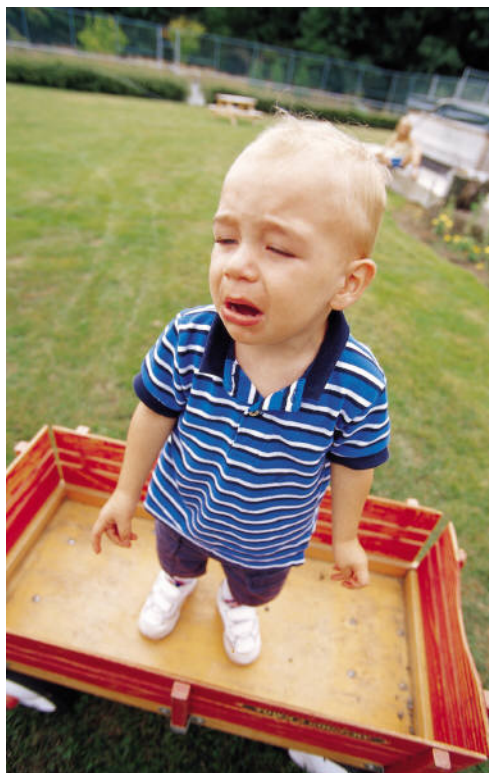
The child care teacher stopped the group at the end of the path they had followed out of the woods. Using the field trip as a good chance to practice traffic safety, the teacher began to instruct the preschoolers on how to cross the road in front of them.

"First we look up the hill," he said, demonstrating by turning to look to the right. Eight little heads turned to the right, dutifully looking up the road.

"And then we look down." The teacher turned to look to the left.

And eight little heads looked at their feet!

The Thinking Guide to Inclusive Childcare



By Dr. Mark Sweet, Disability Rights Wisconsin

Excerpt: The Thinking Guide to Inclusive Childcare, p.22-24. Available at <http://www.disabilityrightswi.org/wp-content/uploads/2008/02/thinking-guide-to-inclusive-child-care.pdf>

Your best guess about the possible message of a child's actions might be that he is overwhelmed and frustrated with a situation and that he does not know how to do anything any better than he is right now. Consider Eli. He is five-years-old. His childcare workers described him as *wild and out of control*. They wanted him to stop. They wanted to send him home. He was reported to be wild and out of control *all the time*.

When asked to describe how Eli probably experienced the day, the grownups reported his schedule - arrival, coats away, free play, group time for calendar, stations, etc. It was pointed out that this was an adult perspective of Eli's schedule and the question was about his experience of that schedule. They were asked to imagine his five-year old experience starting with arrival; what he was probably seeing, hearing, feeling, and maybe smelling and tasting.

They reported that Eli probably saw two grownups with their hands reaching toward him. He probably anticipated and then felt one hand taking hold of one wrist and another hand taking hold of his other wrist. He probably felt their hands tighten around his wrists as he tried to pull away. He might have heard one person greeting him from one side and another greeting him from the other side. He probably saw and heard the other children moving around them. He probably did not experience these sounds as welcoming even though that was the intention of the speakers.

"Unwanted behavior is among the most cited reasons childcare workers give for wanting a child removed from their care....

"It is unlikely that young children think of themselves as misbehaving or many of the other words that adults use to describe them. From their perspectives, children are doing the best they can, they are trying. When situations are challenging, they are trying to make them work. They are coping to the best of their abilities."

-The Thinking Guide to Inclusive Childcare, p. 17

When Eli and his grownups entered the classroom he felt their hands let go of his wrists and he ran. He ran away from them rather than toward anything in particular. Because he was running away, it was not uncommon for him to bump other children and things along the way. He looked back to see where the grownups were. He found places to hide under tables and behind book shelves. When it was time for children to gather together and adults moved toward Eli, he tried to hide again. His facial expression as the grownups approached him was described as *scared - his eyebrows puckered*.

Making the effort to understand a child's perspective can result in compassion, empathy and a more creative approach. **Within a thinking organization, the questions we ask ourselves and one another can make a positive difference.** The same people who originally described Eli as *wild and out of control all the time* were now describing him as *scared and confused* about what he was supposed to do at the center.

Considering other usable information, they acknowledged that by temperament, Eli was energy in search of purpose. They decided that the possible messages of his actions included: *I don't know what to do; I want something to do; don't squeeze my arms; and I'm scared*. Rather than focusing on trying to make Eli stop running and hiding they started to focus on what they could teach him to do. As soon as he arrived, he was given a cloth bag with some of his favorite toys to carry to the classroom. He learned that the childcare center was a place he could play with smiling people. This was a more inclusive process based

on staff asking how Eli could be included rather than trying to make him stop being naughty and wild. Ideas to support Eli were now better matched to their guesses about his needs and the possible functions of his behavior.

The grownups also learned that it was difficult to be frustrated, angry and judgmental while being curious and compassionate. Eli did not benefit from having stern enforcers. Although he been attending for a while, Eli was still learning to be in childcare. Staff learned to ask better questions than *how do we make him stop?* They learned to gather usable information that helped them imagine what it was like to be this child, Eli.

Some children struggle to understand ordinary situations. Think about the direction to *line up*. Young children are still learning that interaction is about faces. Interaction is about looking at people. Getting in line is about looking at the back of someone's head. Like everything else, getting in line only makes sense after you have learned what it means. **Inclusive support requires that we meet a child on her or his learning curve.**

Based on usable information, decide what your purpose should be. Does the child need your support to learn the physical steps to basic activities, how to manage her/his body more effectively, how to interact more successfully, how to communicate more clearly, how to cope with a stressful situation, how to understand the language that is used? Is there something else?

Helping children learn = Teaching.

When a young child first sees you, what do you imagine she or he wants from you?

Many adults feel compelled to offer a child directions or correction; to fix them or improve what they are doing. If they see nothing that requires immediate fixing or changing they offer nothing. Do you think a child most wants to be acknowledged with a message that s/he is not ok; that s/he *needs to do something or should be doing something else?* Even when a child's energy is too big or hands and face are a mess, **are there ways to acknowledge or interact that do not begin with no, don't, stop, you need to..., or you should ...?** More than likely, a child wants to be acknowledged in a way that makes her/him feel happy and safe in your presence.

What is your natural tendency when interacting with children?

Some people talk a lot. They give directions, explain, ask questions, etc. Other people tend to interact by touching and wanting to do things together. They try to physically guide children into activity. Still others are natural demonstrators. They are likely to be overhead saying things like *look at this, watch me, and see what I'm doing*. What is your natural tendency; your most usual way of interacting with children? (You might discover that you do everything at once.)

Good intentions are not always experienced as helpful.

What is your natural pace and volume? What is your point of view about what children should do at a particular age? All of these can influence a child's comfort. Most of the time, we assume that we are helpful because our intention is to be helpful. That is not always the case. The best indicator of how helpful we are is whether the child benefits from our attempts. It takes humility to recognize that while your intention is to be helpful (like Eli's grownups), the child might not be experiencing you as helpful.

Consider four-year-old Joanie as she picks up the item in front of her. An adult says *let's wait until everyone is ready and I'll tell you what to do*. Joanie does not put the item down. She looks away from the grownup and looks with excitement at the item in her hands. Her interest is high. Her face is alert and curious. She is exploring. Here is a moment of decision. You could insist that Joanie follow directions, put the item down and wait. You can take the item away from her and tell her she was not listening. You can let her know that you are not pleased with her. Or, there are other choices. What would you do and why?

The possibilities described are all versions of saying *stop learning*. Children have natural tendencies as learners just as adults have natural tendencies as facilitators. Many children need to be physically or visually connected to something before anything they hear will make any sense. Joanie is four-years-old. What else could you do? (Remember what you thought earlier when asked what strengthens your comfort for learning. Consider that children have comfort factors as well.)

Unless there is an immediate safety reason for putting the item down, you could reconsider your original direction. (This is a moment when humility comes into play -maybe you were hasty.) Was telling this child to put the item down and wait an essential direction? Notice that there is a difference between an adult's perspective and a child's perspective. Children are not little adults; they have their own perspective. The child who picks an item up is actively trying to learn. You are witnessing a point on her learning curve. You might notice her approach to exploration and discovery by allowing her to continue. If she looks up at you, you could acknowledge her effort with pleasure. She is revealing that she appreciates this time to explore on her own first. She might be more ready for you to show her or tell her what else she can do with this item soon. What might happen to Joanie's enthusiasm if you act without considering her perspective first? **What might happen if you require her to learn the way you teach?**

Think about the socially developing child. When a child does not understand that her/his words can hurt someone else's feelings or that physical actions might hurt someone's body, can that child make behavioral decisions based on

that information? I am not *mean* or *aggressive* if I do not understand the effects of my actions. Telling me to *be nice* might not make anything clearer about what I am supposed to do. A boy pulled the sweatshirt of the girl in front of him while both were running toward the slide. She said that he *hurt* her. Adults characterized the boy as *aggressive* and removed him from the playground. They told him he could only use the slide when he learned to *play nicely*. What became clear when this action was understood in a larger context is that the girl meant she was startled and got scared when her sweatshirt was pulled (as compared to being hurt). And what the boy was trying to accomplish was to ask the girl to play with him. He had not yet learned to invite play. **We can find teachable moments throughout every day if we resist the urge to be reactive.**

It takes humility to teach.

Young children do not understand or remember something because you told them. It should not be assumed that they understand something because they can say it back to you; e.g., *I'll be nice*. This is why it is important that we think about how we will help a child learn; how you will teach. It can be a benefit to have high expectations for a child as long as you accept your role to teach in ways that are not detrimental. Some methods of support strengthen a child's confidence and relationships and some do not. **Select methods of teaching that are likely to strengthen a child's confidence.** This means that you might need different methods with different children.

Beliefs and practices regarding interactions with babies and young children have been changing. Not long ago, it was believed that babies were not cognitively engaged with adults or their surroundings. Now, it is believed that babies probably understand more and have more intention than they can carry out because of physical limitations. Not long ago, it was recommended that adults encourage babies to imitate adult actions and voices. Now, it is recommended that adults imitate the baby's actions and vocalizations. **Being responsive is considered a more helpful practice with babies than trying to get them to imitate you.**

When we teach children, it is important to be clear that we are talking about **facilitating a process**. With very young children, we are helping them learn to learn. Play is the most significant learning opportunity, even for children for whom different therapies might be recommended. Kindergarten teachers are not looking toward childcare centers to teach children reading, writing and arithmetic. There is a phenomenon in some childcare settings (and elementary schools) described as *the push-down effect*. This refers to having more and more sophisticated expectations of children at younger and younger

ages - academic, behavioral, social and emotional. It is transmitted in our language when we talk to young children about needing to do their *work*. It is communicated in our expectations that they move from one activity to another quickly and many times during the day.

It is popular among some people to distinguish between academic and play-oriented childcare centers. It does not have to be one or the other. Children learn best by playing. Whether learning to play games, get washed, share toys or recognize letters and numbers - whether you are indoors or outside - play is the most natural way for young children to learn. **There is a problem when an academic curriculum takes priority over interaction and relationships between children, and between adults and children.** Stated another way, when an adult is shushing children so s/he can teach, the priorities should be examined.

Learning in young children is largely about attempts, approximations and refinement of skills and comprehension. How adults react or respond to these attempts gives children a great deal of information.

- A reaction is something we do without thinking about the effect we might have.
- A response is something we do after having thought about the effect we want to have.
- A considered response is something we do for a specific child we have come to know.

Because children are vulnerable to adult actions, respond so that children notice that their attempts (even when they are incorrect) are appreciated. Attempts come before mastery and should be valued.

Notice whether you more often react or respond to children. Notice whether your actions more often express appreciation of a child's effort or whether you more often correct or question her/his actions. (If you are curious and brave, videotape yourself with children.)

Children are not little adults. They have their own points of view.



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Item #	Material Detail	Description	Age
ADAPTATIONS FOR HELPING CHILDREN JOIN IN			
1.	Children with special needs: Adaptations and a sense of independence. Ruth Wilson. <i>Early Childhood News</i> , 3/4/2000.	Avoid learned helplessness and create a positive learning environment.	All Ages
2.	Planning lessons for all children. Laverne Warner & Sharon Lynch. <i>Texas Child Care</i> , Fall 2008..	If you have never done a lesson plan you need to learn its basic organization.	
3.	Recommended websites about children with special needs. Glenna Carter. CCIC, 2009	Find resources on the Internet to extend your assistance options.	
4.	Connecting children to nature: Making outdoor play accessible to all children. Ruth Wilson. <i>Early Childhood News</i> , 10/02.	Outdoor time is not "downtime". Get on board and stimulate play for all.	
5.	Outdoor activities for special needs children. Carolyn Tomlin. <i>Early Childhood News</i> , 5/6-03.	Handicapped children have the same rights to outdoor play as other children. Ideas.	3+ yrs
FAMILIES WITH CHILDREN WITH DISABILITIES			
6.	What do I say to parents when I am worried about their child? Judith S. Bloch. <i>Early Childhood News</i> , 8/9-2000.	Guiding sensitive staff communication with parents is critical.	All Ages
7.	Fast facts for families: Statewide agencies supporting Wisconsin families who have a child with a disability. WIFACETS. http://www.wifacets.org/publications/fastfacts.pdf	Six service agencies to contact for help in caring for a child with special needs.	
8.	PACER answers parents' most frequent questions [about early evaluation and intervention]. PACERs <i>Early Childhood Connection</i> , Winter 2009. www.PACER.org	Explains common terms used with services for the disabled.	
9.	Writing individualized family service plan strategies that fit into the routine. Lee Ann Jung. <i>Young Exceptional Children</i> , Vol.10, No.3, 2007.	Aligning help so that it melds with each family's existing routines.	
10.	Parents as partners in early education. David Edie & Deborah McNelis, Wisconsin Council on Children & Families. <i>Quality Matters: A Policy Brief Series on Early Care and Education</i> , Vol.3, Spring 2008.	Report on how involved Wisconsin parents are in early education and family support services in the state.	
11.	Ten tips that may help ease your child's transition to adulthood. Marcia Kelly. <i>Pacesetter</i> , Summer 2005.	Parents need to learn a different roadmap to adulthood when a child is disabled.	
12.	Understanding families: Applying family systems theory to early childhood practice. Linda Garris Christian. <i>Beyond the Journal</i> , 1/06. http://journal.naeyc.org/btj/200601/ChristianBTJ.pdf	Family systems theory can explain why members of a family behave the way they do in a given situation.	
13.	Using eco-mapping to understand family strengths and resources. Katherine McCormick, Sarintha Stricklin, Theresa Nowak, & Beth Rous. <i>Young Exceptional Children</i> , Vol.11, No.2, 2008.	A way to describe and chart family characteristics and strengths in order to understand their needs and support them.	
14.	Transitions of families from early intervention to preschool intervention for children with disabilities. Ann M. Connelly. <i>Young Exceptional Children</i> , Vol.10, No.3, 2007.	Age 3 means a big change for the family of a child with disabilities in early intervention. Staff needs to understand the challenges.	1-5 yrs
CONDITIONS THAT MAKE CHILDREN NEED SPECIAL CARE			
Autism			
15.	Identifying & caring for children with autism. Judith S. Bloch. <i>Early Childhood News</i> , 10/03. .	Autism can be diagnosed at 18-24 months and early intervention is critical. It's one of three conditions umbrellaed under Pervasive Development Disorders (PDD).	All Ages

Item #	Material Detail	Description	Age
16.	Asperger's syndrome: An introduction for educators. Lynn Cohen. <i>Early Childhood News</i> , 11/12-05	A disorder affecting the social, behavioral, language and physical abilities of a child with normal to high intelligence.	All Ages
17.	Young children with autism spectrum disorder: Strategies that work. Clarissa Willis. <i>Young Children</i> , 1/09.	Understanding the types of autism and autistic behaviors will help in responding to each child.	All Ages
Attention Deficit Hyperactivity Disorder/ Bi-Polar/ Sensory Integration Disorder			
18.	Understanding children with special needs: A look at ADHD, Early Onset Bi-Polar Disorder, and Sensory Integration Disorder. Angie Dorrell. <i>Early Childhood News</i> , 5/6-03.	Causes, treatments, parent's perspective, and the role of the early childhood teacher.	Pre-K
19.	Helping children with sensory integration dysfunction. Ruth Wilson. <i>Early Childhood News</i> , 5/6-03.	Processing stimuli and organizing information is very hard and emotional.	Pre-K
Allergies			
20.	Communicating with parents about food allergies. Belinda Cohen. <i>Child Care Information Exchange</i> , 7/8-08.	Which 8 foods are the biggest trouble and what an allergic reaction looks like.	All
Epilepsy			
21.	Living with epilepsy. Sarah Mahoney. <i>Parents</i> , 9/08.	One boy's story of this common but complex and mysterious brain disorder. First aid.	All Ages
22.	Purple Day March 26 – Supporting epilepsy around the world. http://www.purpleday.org/	Poster. A day to inform others about epilepsy. Founded by a 9-year-old girl. Order materials at: http://www.akfus.org/education-materials.php	All Ages
Alcohol Dependency			
23.	Alcohol use by children and youth. Kimberly J. Friedman. <i>School-Age NOTES</i> , 2/08.	Alcohol can damage every organ in a child's body. Signs of alcohol use to look for.	8+ yrs
24.	Supporting kids from families who are affected by drugs. WI Foster and Adoption Resource Center, 2008. http://www.wifostercareandadoption.org/library/667/drugeffects.pdf	A parent's abuse habits impact the behavior of the child in your care. Recognize these effects and know how to help the child.	All
Lead Poisoning			
25.	Renovate right: Important lead hazard information for families, child care providers and schools. Booklet by U.S. Environmental Protection Agency, 3/08.	Lead can reduce children's intelligence and cause behavior problems. In adults, even low levels of lead can cause high blood pressure and harm a fetus.	All Ages
Homelessness & Poverty			
26.	Child care for families who are homeless: A model for comprehensive early childhood services. Donna Rafanello. <i>Child Care Information Exchange</i> , 3/4-04.	Who "the homeless" are; their struggles; the role of child care and school in their lives. Reference list and further reading.	All Ages
27.	Help for homeless children to access early childhood education. <i>Child Care and Early Education at CLASP, Center for Law and Social Policy.</i> http://childcareandearlyed.clasp.org/2009/04/help-for-homeless-children.html Helping your child: Information for parents/ School help for homeless children with disabilities. National Center for Homeless Education. http://www.serve.org/nche	25% of all homeless are children under age 6. By law they are assured access to a preschool education. Another law, IDEA, makes sure children with special needs receive appropriate education.	All Ages
28.	Resources and strategies to help schools assist families experiencing challenges related to the economic recession. Wisconsin Dept. of Public Instruction, 2/09.	Information about Wisconsin services to low-income families.	All Ages
29.	Cradle to Prison Pipeline factsheet - Wisconsin. Children's Defense Fund. March 2009.	Poverty is one of the first steps to prison. Early intervention can prevent that.	All Ages
Trauma			
30.	Responding to scary events: Teaching children through our own actions. Dave Riley. UW-Extension, 2008. http://www.uwex.edu/CES/cty/outagamie/documents/ChildrenResponding.pdf	Emotional control and coping behaviors are learned by children from the calm, angry or frightened adults around them	All Ages

Item #	Material Detail	Description	Age	
31.	Parenting the traumatized child. WI Foster Care and Adoption Resource Center, 2008. http://www.wifostercareandadoption.org/library/224/PARENTING%20THE%20TRAUMATIZED%20CHILD_.pdf	Common to children who have survived trauma is their watchful state. Other reactions to be aware of.	All Ages	
32.	Child abuse - the hidden bruises. American Academy of Child & Adolescent Psychiatry, 5/08. http://www.aacap.org/cs/root/facts_for_families/child_abuse_the_hidden_bruises	Typical behaviors of abused children. Early recognition and treatment is important.		
33.	Building circles, breaking cycles: Preventing abuse and neglect- The early childhood educator's role. NAEYC, 2008. www.naeyc.org/ece/pdf/DukeEsp.pdf	Brochure. Child care providers/teachers need to prevent and protect children from abuse. How?		
34.	Building circles, breaking cycles: Discussion guide. NAEYC, 2008. www.naeyc.org/ece/pdf/discussionguide.pdf	A guide for discussing the prevention of abuse and neglect.		
35.	La construcción de círculos prevenir el abuso y la negligencia infantil: La función del educador de la temprana infancia la ruptura de ciclos. NAEYC, 2008. www.naeyc.org/ece/pdf/DukeEsp.pdf	Brochure "Building circles, Breaking cycles" in Spanish. (See Items 33 & 34)		
36.	Children and grief. American Academy of Child & Adolescent Psychiatry, 5/08. http://www.aacap.org/cs/root/facts_for_families/children_and_grief	Anger and even guilt are natural reactions which may surface first in adolescence.		
Foster Care				
37.	Foster care. American Academy of Child & Adolescent Psychiatry, 5/05. http://www.aacap.org/cs/root/facts_for_families/foster_care	Factsheet. Foster care placement has dramatically increased in the past decade.	All Ages	
38.	Self-care for families. WI Foster Care and Adoption Resource Center, 2008. http://www.wifostercareandadoption.org/library/310/SelfCare2.pdf	Foster care is a tough job and families need to prevent burnout.		
39.	Building on social skills: Fostering success. WI Foster Care and Adoption Resource Center, 2008. http://www.wifostercareandadoption.org/library/641/socialskills.pdf	How to help foster children gain social skills often missed at an earlier stage.		
40.	Child foster care. WI Dept. of Children and Families, 7/05. http://dcf.wi.gov/publications/pdf/pfs0488.pdf	Brochure. Test your readiness to be a foster parent.		
41.	Is fostering a good fit for us? Things to consider. WI Foster Care and Adoption Resource Center, 2008. http://www.wifostercareandadoption.org/library/679/fcprep.pdf	Purpose of foster care, types of kids, ages, time frames and potential problems.		
42.	Fostering a child with an IEP. WI Foster Care and Adoption Resource Center, 2008. http://www.wifostercareandadoption.org/library/519/IEP.pdf	It takes a special family to foster a special child.		
43.	Fostering a child whose parent is in jail or prison. WI Foster Care and Adoption Resource Center, 2008.	Two in 100 U.S. children have a parent in jail. Many of them enter foster care.	All Ages	
Incarcerated Parents				
44.	Children of incarcerated parents factsheet. Annie E. Casey Foundation, 6/08. http://www.aecf.org/~media/Pubs/Topics/Child%20Welfare%20Permanence/Permanence/ChildrenofIncarceratedParentsFactSheet/childrenofincarceratedparents_factsheet.pdf	One in every 100 Americans is in prison or jail. Almost half of them lived with minor children before beginning to serve a sentence. Factsheet includes the impact on children and foster care statistics.		
45.	Understanding the experiences and needs of children of incarcerated parents: Views from mentors. Elizabeth Davies, Diane Brazzell, Nancy G. La Vigne, & Tracey Shollenberger. Urban Institute Justice Policy Center, 2/08.	Children in Milwaukee Big Brother Big Sister programs shared their feelings with their mentors in this report.		
46.	Children of incarcerated parents. Bettina Friese, Beth Gross, & Karen Bogenschneider. UW-Extension Center for Family Studies. Family Matters, 10/03. http://www.familyimpactseminars.org/pnl_v03i02_1003.pdf	Types of support programs available to families of prisoners with children.		
47.	Children of incarcerated parents: A bill of rights. San Francisco Partnership for Incarcerated Parents. 9/03.	Booklet. Children should not lose their rights because parents are in prison. Principles of safety and dignity are clarified.	All Ages	
48.	Child and families with incarcerated parents: Exploring development in the field and opportunities for growth. Stacey M. Bouchet. Annie E. Casey Foundation, 1/08. http://www.aecf.org/~media/Pubs/Topics/Child%20Welfare%20Permanence/Permanence/ChildrenandFamilieswithIncarceratedParentsExp/Children%20and%20families%20with%20incarcerated%20parents.pdf	Booklet. A reader-friendly report on the magnitude of the problem of children affected by their parents' incarceration. Public challenges and recommendations for supporting these families.		

Item #	Material Detail	Description	Age
49.	Programs and services for incarcerated parents and their children. Alliance for Children and Families. www.alliance1.org/Research/programs_services.pdf	Contact information for organizations helping families of people in prison.	Adults
50.	Foundations supporting initiatives for incarcerated parents and their children. Alliance for Children and Families. www.alliance1.org/.../incarcerated_parents_resources.htm	Grant opportunities and where to apply. Includes list of recipients since 2001.	
Deployed Parents			
51.	Helping children cope when a parent is on military deployment. Megan Allen & Lynn Staley. <i>Beyond the Journal</i> , 1/07. http://journal.naeyc.org/btj/200701/pdf/BTJAllen.pdf	Common questions caregivers have about dealing with a parent's deployment.	3+ yrs
52.	List of resources and activities for helping young children and youth cope during a parent's military deployment. • Army Behavioral Health: Information for Children & Families. http://behavioralhealth.army.mil/families/index.html • Talk, Listen, Connect. http://archive.sesameworkshop.org/tlc • United Through Reading. http://www.unitedthroughreading.org/about/faqs.php • Forts Eustis/Story Family Readiness: Military Children and Deployment. http://www.eustis.army.mil/7grp/grp7/familyreadiness/FAMILY_READINESS_04/family_readiness.htm • Operation Military Kids. http://www.uwex.edu/ces/4h/omk/school.cfm & http://www.uwex.edu/ces/4h/omk/links.cfm#purple	Packet of resources, ideas, links to curriculums, and guidelines for working with families who have one or more parents in the military on assignment away from home.	All Ages
53.	Helping children adjust: Useful tips to help children during deployment. Soldiers Online "Hot Topics - Reunion", Summer 2003. http://www.armystudyguide.com/militarybaby/deployments/useful_tips/helping-children-adjust.shtml & www.militarybabies.com	Tips for dealing with various age groups from infants to school-agers when a parent is away and then returns again.	
54.	Strategies for helping children with deployment. Fleet & Family Support Centers. http://www.eustis.army.mil/7grp/grp7/familyreadiness/FAMILY_READINESS_04/FRWebsite/CHAPTER10/Deployment%20info%20to%20give%20to%20parents/Info%20for%20the%20homefront%20parent%20or%20caregiver/STRAT~50.PDF	Parent take-home page. Useful for caregivers as well. How to prepare a child for upcoming changes.	
WORKING WITH ATTITUDES			
55.	The teaching pyramid: A model for supporting social competence and preventing challenging behavior in children. Lise Fox, Glen Dunlap, Mary Louise Hemmeter, Gail E. Joseph, & Phillip S. Strain. <i>Young Children</i> , 7/03.	Behaviors that challenge both children and adults can rob teachers of time to support the learning and development of other children.	All Ages
56.	Tips on nurturing your child's social emotional development. Zero to Three, 2009. http://www.zerotothree.org/site/PageServer?pagename=ter_key_social_socemottips&AddInterest=1157	The give and take of relationships should be joyful for infants and toddlers.	0-3 yrs
57.	Children's attitudes toward peers with disabilities: Supporting positive attitude development. Jihee Han, Michaelene M. Ostrosky, Karen E. Diamond. <i>Young Exceptional Children</i> , Vol.10, No.1,	Negative attitudes are worse than physical barriers when a child with disabilities wants and seeks friendship.	All Ages
58.	How to communicate with people with disabilities. Texas Parenting News, Texas Child Care, Fall 2008.	Language and etiquette matter when showing people with disabilities respect.	
59.	Access and inclusion: Ensuring engagement in EC environments. Johnna Darragh. <i>Child Care Information Exchange</i> , 7/8-08.	A whole social and physical preschool experience for children with special needs requires teachers to check and adjust the environment.	
60.	Expressing feelings through art. Carolyn Ross Tomlin. <i>Early Childhood News</i> , 11/12-01.	Children need to talk through fears and experiences. Expressing hopes as well as fears through art is empowering. Art can communicate without words.	
61.	Finding quality child care for children of lesbian, gay, bisexual & transsexual parents. LGBT Early Childhood Education Initiative, San Francisco Bay Area. http://www.qualitycareforchildren.org/files/LGBT%20flier.pdf	Checklist of ways to ensure accommodation in the child care environment for this non-traditional type of family.	
62.	More materials to borrow from CCIC on Special Needs - June 2009. Wisconsin Child Care Information Center, 2009.	Many CCIC books and videos on special needs are not listed in this newsletter, including children's materials. This list of titles only is more extensive.	

Books to Borrow

SPECIAL NEEDS = SPECIAL PRACTICES

63. **Achieving learning goals through play: Teaching young children with special needs.** Anne H. Widerstrom. Baltimore: P.H. Brookes Pub, 2005. Curriculum models; writing goals; "embedding" goals in play activities.
64. **An activity-based approach to developing young children's social emotional competence.** Jane Squires & Diane D. Bricker. Baltimore, MD: Paul H. Brookes Pub. Co, 2007. Mental health screening and evaluation through observation and guided activities; goal development and activity planning.
65. **Adapting curriculum and instruction in inclusive early childhood classrooms.** Susan D. Dixon. Bloomington, IN: Institute for the Study of Developmental Disabilities, 1997. Easy-to-read menu of adaptations; adapt for specific disabilities.
66. **Blended practices for teaching young children in inclusive settings.** Jennifer Grisham-Brown & Kristie Pretti-Frontczak. Baltimore, MD: Paul H. Brookes Pub. Co, 2005. Design curriculums that involve families; monitor progress.
67. **Building blocks for teaching preschoolers with special needs.** Susan Rebecka Sandall & Ilene S. Schwartz. Baltimore: P.H. Brookes, 2002. Assessment forms; curriculum and equipment modifications; positive behavioral support.
68. **Creating inclusive classrooms.** Ellen R. Daniels & Kay Stafford. Washington, DC: Children's Resources International, 2002. Activities for social-emotional development; tools for planning work with parents, observing, and charting progress.
69. **Common psychological disorders in young children: A handbook for early childhood professionals.** Jenna Bilmes & Tara Welker. St. Paul, MN: Redleaf Press, 2006. Symptoms; causes; treatments; classroom and child care strategies.
70. **I belong: Active learning for children with special needs.** Jan Levanger Dowling & Terri Mitchell. Ypsilanti, MI: High/Scope Educational Research Foundation, 2007. Practical guide for setting up the child care play and learning environment.
71. **Inclusive lesson plans throughout the year.** Laverne Warner. Beltsville, MD: Gryphon House, 2007. Includes lesson objectives, materials, preparation and lesson how-tos, modifications for specific disabilities, and how to connect each activity with other curriculum areas.
72. **The inclusive early childhood classroom: Easy ways to adapt learning centers for all children.** Patti Gould & Joyce Sullivan. Beltsville, MD: Gryphon House, 1999. Suggestions for adapting group activity procedures for children with developmental delays. Attention Deficit Disorder (ADD/ADHD), motor development issues, visual and orthopedic impairments, Pervasive Development Disorder (PDD), and autism.

73. **The inclusive learning center book: For preschool children with special needs.** Christy & Rebecca T. Isbell. Beltsville, MD: Gryphon House, 2005. Easy-to-read activity center ideas.

74. **Kids with special needs: Information and activities to promote awareness and understanding.** Veronica Getslow & Dee Konczal. Santa Barbara, CA: The Learning Works, 1996. Idea book for teaching children and adults about what it feels like to be disabled.



75. **Small steps forward: Using games and activities to help your pre-school children with special needs.** Sarah Newman. London: J. Kingsley Publishers, 1999. Stimulating play in a young child with special needs; coping with the diagnosis and opinions of others.
76. **Stepping out: Using games and activities to help your child with special needs.** Sarah Newman & Jeanie Mellersh. New York: Kingsley Publishers, 2004. Physical interaction with the older child.
77. **Thrifty nifty stuff for little kids: Developmental play using home resources.** Dee Blose & Laura Smith. Austin, TX: Pro-Ed, 1995. Things to do and make to support a child's developmental age and play needs.

CHALLENGING BEHAVIORS

78. **The ABC's workbook: Achieving acceptable behavior changes: Creating a behavior change plan that works.** Joyce E. Divinyi. Peachtree City, GA: Wellness Connection, 2001, 1997. When discipline fails to change inappropriate behavior. Behavior checklists and exercises for working toward change in a discipline resistant child. Companion to item # 83.
79. **Beyond sticks & stones: How to help your child with a disability deal with bullying.** Marcia Kelly, Julie Hertzog, & Carolyn Anderson. Mpls, MN: PACER Center, 2006.
80. **Challenging behaviors in early childhood settings: Creating a place for all children.** Susan H. Bell. Baltimore, MD: P.H. Brookes Pub, 2004. Behavior guidance techniques for the "hot spots" of the schedule and rooms where trouble erupts.
81. **Delicate threads: Friendships between children with and without special needs in inclusive settings.** Debbie Staub. Bethesda, MD: Woodbine House, 1998. Loneliness is a side-effect of disabilities; every child needs a friend to make life joyful.

82. Genius!: Nurturing the spirit of the wild, odd, and oppositional child. George T. & Joanne Barrie Lynn. London: Jessica Kingsley Publishers, 2006. Children with attention differences require much of their caregivers. Positive approaches contribute to everyone's well-being.

83. Good kids, difficult behavior: A guide to what works and what doesn't. Joyce E. Divinyi. Peachtree City, GA: Wellness Connection, 1997. 2000. What makes a kid difficult? How can you capture their compliance? Companion to item # 78.

84. Hope & healing: A caregiver's guide to helping young children affected by trauma. Kathleen Fitzgerald Rivce & Betsy McAlister Groves. Washington, DC: Zero to Three Press, 2005. Young children who are emotionally hurt need special attention.

85. Practical ideas for addressing challenging behaviors. Michaelene Ostrosky. Denver, CO: Division for Early Childhood of the Council for Exceptional Children, 1999. Experts share their tools and tips for peaceful classrooms.

AUTISM

86. 1001 great ideas for teaching and raising children with autism spectrum disorders. Ellen Notbohm & Veronica Zysk. Arlington, TX: Future Horizons, 2004.

87. The boy who loved windows: Opening the heart and mind of a child threatened with autism. Patricia Stacey. Cambridge, MA: Da Capo Press, 2004, 2003. One family's memoir of dealing with their son's disability with courage.

88. The out-of-sync child: Recognizing and coping with sensory integration dysfunction. Carol Stock Kranowitz. New York: Perigee Book, 2005, 1998.

89. The out-of-sync child has fun: Activities for kids with sensory processing disorder. Carol Stock Kranowitz. Perigee trade pbk. ed. New York, N.Y.: Perigee Book, 2006.

90. Teaching young children with autism spectrum disorder. Clarissa Willis. Beltsville, MD: Gryphon House, 2006. Strategies for learning self-help skills, coping with change, routines, playing with others and more.

COMMUNICATING

91. The dancing dialogue: Using the communicative power of movement with young children. Suzi Tortora. Baltimore, MD: Paul H. Brookes Publishing, 2006. Movement releases expression and opens the brain for learning.

92. EZAT - Assistive technology (AT) activities for children ages 3-8 with disabilities: A guide for professionals and parents. Simon Technology Center. Minneapolis, MN: PACER Center, 2006.

93. Giggle time: Establishing the social connection: A program to develop the communication skills of children with autism, Asperger syndrome, and PDD [Pervasive Development Disorder]. Susan Aud Sonders. London: Jessica Kingsley, 2003.

94. I am the story: The art of puppetry in education and therapy. Caroline Astell-Burt. London: Souvenir, 2002.

95. It's so much work to be your friend: Helping the child with learning disabilities find social success. Richard D. Lavoie. New York: Simon & Schuster, 2005.

96. Love & logic solutions for kids with special needs. David Funk. Golden, CO: Love and Logic Press, 2002. Many real-life stories illustrate how this perspective for guiding children can be applied;

97. The new language of toys: Teaching communication skills to children with special needs. Sue Schwartz. Bethesda, MD: Woodbine House, 2004. Toy and equipment ideas.

98. Sign to learn: American Sign Language in the early childhood classroom. Kirsten Dennis & Tressa Azpiri. St. Paul, MN: Redleaf Press, 2005. Lesson plans for practicing sign language; illustrations of common signs.

99. Simple signing with young children: A guide for infant, toddler, and preschool teachers. Carol Garboden Murray. Beltsville, MD: Gryphon House, 2007. Photos of common hand shapes; explanations of when to use them; tips for becoming a good signer.

100. Time to sign with children: Learning guide. Michael & Lillian Hubler. Palm Bay, FL: Time to Sign, Inc, 2002. Illustrations of hand shapes for terms in English and Spanish.

HOMELESSNESS

101. Changing places: A kid's view of shelter living. Margie Chalofsky. Mt. Rainier, MD: Gryphon House, 1992. Illustrated book about homeless children; all children need dignity and friendship regardless of their living situation.

ADMINISTRATIVE FIRST STEPS

102. ABCs of the ADA: Your early childhood program's guide to the Americans with Disabilities Act. Karen Ikeda Wood & Victoria Youcha. Baltimore, MD: Paul H. Brookes Pub. Co, 2008. Disability laws and program components.

103. Children with special needs in early childhood settings: Identification, intervention, inclusion. Carol L. Paasche & Bev Strom. Clifton Park, NY: Thomson/Delmar Learning, 2004. Traits of the most common disabilities and recommended steps to take. Table format.

104. Creating the inclusive preschool: Strategies for a successful program. Richard van den Pol, Jean Guidry, & Beth Keeley. Schedules, room arrangement, parent letters and other practical tools for organizing inclusive care.

105. Welcoming all children: Creating inclusive child care. Tamyra Freeman, Lois Hutter-Pishgahi, & Elizabeth Traub. Indianapolis, IN: Indiana Parent Information Network, 2000. Preparing the program; leading the team; matching actions to needs.

Videos to Borrow

- 106. A place called home.** Virginia Wolf. Alexandria, VA: PBS Video, 1989. VHS, color, 30 min. + guide. A children's theater director, a social worker, some volunteers and a group of homeless children in Washington, DC, staged a play for Congress on Capitol Hill. Ideas for teaching elementary and secondary students about homelessness.
- 107. In their own voices: Homeless in america.** Kristy Raihn. Santa Barbara, CA: Plainsight Video Production, 2002. VHS, color, 16 min. Homelessness from a homeless child's perspective; children express their experiences with being homeless, i.e., challenges they have with friendships, school, day-to-day routines, as well as their hopes and dreams for the future.
- 108. Kids with down syndrome: Staying healthy and making friends.** Will Schermerhorn. Vienna, VA: Blueberryshoes Productions, 2008. DVD, color, 120 min. Explores developmental milestones for children with Down syndrome from ages 2-12 years.
- 109. Massage for the infant with developmental concerns: A guide for parents and professionals.** Susanne R. Hays. Albuquerque, NM: Clinician's View, 1994. VHS, color, 62 min. Shows parents how to stroke a child in ways that will assist in the child's development.
- 110. Passport to friendship: Facilitating peer play for children with asd.** Commentary by Hilary Baldi. Bethesda, MD: Woodbine House, 2006. DVD, color, 37 min. Autism spectrum disorder isolates children. Here is a step-by-step approach to assisting play relationships that satisfy the longing for friends in all children.
- 111. Pediatric first aid for caregivers and teachers.** American Academy of Pediatrics. DVD, color, 25 min. + guide + Instructor's resource manual. Sudbury, MA: Jones & Bartlett Publishers, 2006. Critical emergency procedures; handouts, emergency information form for children with special needs, special care plan.
- 112. Pediatric massage for the child with special needs.** Kathy Fleming Drehobl. Tucson, AZ: Therapy Skill Builders, 1993. VHS, color, English and Spanish sections, 59 min. each. Based on the work of Vimala Schneider McClure, the techniques used in this video were chosen because they are easily adapted for children with special needs and can be used in conjunction with therapeutic positioning and handling, promote the attainment of therapeutic and educational goals, and enhance parent-child interaction.
- 113. Touch a heart, teach a mind: Brain smart ways to build bonds.** Rebecca Anne Bailey. Oviedo, FL: Loving Guidance, 199-. VHS, color, 22 min. Dr. Becky Bailey and other caregivers do "I love you rituals" with children.

The activities accomplish four specific goals. They strengthen the dopamine system in the brain to increase attention span and self-esteem; encourage conscious touching to increase neural development and prevent learning disabilities; build strong bonds between adult and child; and create rituals to express our most important values.

Understanding childhood trauma series. Barrington, IL : Magna Systems, Inc., 2002. Each VHS tape is color, 29 min. + guide: Childhood trauma, a guide to study. Childhood trauma takes on many forms including physical abuse, mental abuse, the experience of natural disasters, death in the family, divorce, and many others. Trauma related problems include anxiety, depression, substance abuse, school failure, vulnerability to victimization and abuse, and criminality. Traumatic events in childhood can even change the biology of the brain. In this series, Dr. Bruce Perry tells how to recognize, understand, and prevent childhood trauma, and most importantly how to counsel those who suffer its effects.

114. What is childhood trauma?

115. Trauma and healing.

116. The brain: Effects of childhood trauma.



The sea is so wide

and my boat is so small

- In America, the statistics are shocking: A child is abused or neglected every 40 seconds.
- Too few abused and neglected children get the help they need...The consequences are deadly: 1,760 children died from abuse and neglect in 2007- nearly five children a day.
- Preventing child abuse and neglect is everybody's business -- not a job for government alone...all of us can make a difference.

-Marian Wright Edelman

- Children, the children in our country, have to know that they come first...We're in this race for not just our children but all of our children.
- We cannot measure our greatness in the society by the strongest and richest of us, but we have to measure our greatness by the least of these...before we can work on the problems, we have to fix our souls - our souls are broken in this nation.

- Michelle Obama

The parent consultant directory. Educators/workshop coordinators can use this directory, organized by county, to contact families to share their family story and unique perspective on raising a child with special needs. For a free CD of the directory or any questions, contact Lynne Havemann at UW-Madison Waisman Center, phone: 608-263-5947, or email: havemann@waisman.wisc.edu.

The Center for Inclusive Child Care website offers a treasure trove of inclusive resources and links, from the A.D.D. Warehouse to online courses on special needs and personal consultations. <http://www.inclusivechildcare.org/>

The Child Care Inclusion Challenge Project is sponsored by Concordia University, St. Paul, MN. Resources, training opportunities and contact info for personal guidance by child development experts. <http://www.supportforfamilies.org/inclusionproject/faqs.html>

Wisconsin Preschool Options Project. Brochure about school services for young children with disabilities in a variety of settings and ways school districts and organizations working with school districts can access training. <http://www.preschooptions.org/download/Brochure07.pdf>

Free training kits for working with deaf children. http://dhs.wisconsin.gov/health/physicalactivity/pdf_files/BreastfeedingFriendlyChildCareCenters.pdf Videos, books, and brochures, sent free of charge. View the video materials on the web site. Materials in English and Spanish, as well as some in Portuguese, Chinese, Japanese, and French. Phone: 1-877-ORALDEAF (TTY: 1-877-672-5889). <http://www.oraldeafed.org/materials>

Infant and toddler spaces: Design for a quality classroom. Community Playthings, 2008. The environment is important to the developing mind of an infant. Eight considerations for setting up a quality infant-toddler environment and specific considerations for architects. Other free resources at 1-800-777-4244. www.CommunityPlaythings.com

List of state and regional disability resources. The Family Village website links to dozens of agencies dedicated to assisting families with special needs. <http://www.familyvillage.wisc.edu/Comm/Wisconsin.html>

United Cerebral Palsy Youth Resources. Lorinda Krinkle, UCP Dane County Community Outreach Coordinator. Phone: 1-608-237-8500. Email: lorindakrinkle@ucpdane.org Child care providers in 9 southwest WI counties are eligible for an in-home consultation with UCP staff for coaching and mentoring individual situations of care for a child with special needs. Other UCP agencies around the state have other services. To find out if your county is served by a UCP agency, phone: 1-800-872-5827, or go to: <http://www.ucp.org>

PACER Center multicultural brochures about early intervention services in Hmong, Spanish, Somali, Russian, and English directed to American Indian and African American parents. **Kids Against Bullying webpage** for kids with games and contests, **online Early Childhood Connection newsletter**, and e-news at: www.pacer.org/ec; phone: 952-838-9000.

Natural Resources weekly listserv presents the latest free or low-cost quality materials (booklets, CD-Roms, videos, PowerPoints) on early childhood and intervention topics. Email Natural Resource suggestions to Camille Catlett, catlett@mail.fpg.unc.edu. To join this listserv, send an email to listserv@unc.edu; leave the subject line blank; type in the message "subscribe natural_resources2" http://www.fpg.unc.edu/~scpp/nat_allies/na_resources.cfm

"The ten steps to breastfeeding-friendly child care centers" resource kit was developed by the Breastfeeding Committee of the Wisconsin Partnership for Activity and Nutrition (WI PAN) to assist child care providers and community groups to implement strategies to promote, protect and support breastfeeding women. Includes a self-appraisal tool and resources for planning and implementing an action plan based on the ten steps. Child care center staff can earn continuing education units. Download or order print copies from Kate Pederson, WIC Breastfeeding Coordinator, Division of Public Health, at: kathryn.pederson@wisconsin.gov or phone: (608) 267-9186. http://dhs.wisconsin.gov/health/physicalactivity/pdf_files/BreastfeedingFriendlyChildCareCenters.pdf

Early Learning Initiatives for WI Libraries. Resources to download, including fingerplays and parent handouts in English and Spanish, and 24 nursery rhyme mini-coloring books. <http://www.dpi.wi.gov/pld/earlylearning.html>

Alliance for Children and Families. Many resources for families of incarcerated persons. <http://www.alliance1.org>

The Southside Parents Against Lead (SSPAL), Milwaukee parents whose children have been poisoned by lead found in their homes and yards, works to protect all children from this hazard by helping families acquire safe housing, promoting good nutrition habits, and building healthier neighborhoods through the removal of lead. To request the quarterly newsletter in English and Spanish, contact: 16th Street Health Center, Carmen Bolorin, 414/672-1353, ex. 3572. Email: carmen.bolorin@sschc.org

Thanks to Carol Ahlers for sharing these helpful websites:

www.nicolecrafts.com: Project directions and list of materials needed.

www.sweetpotato.org: Games, recipes, nutrition information, canning help.

www.freecycle.org: Online swap shop.

www.kidsgardening.com: Project ideas, recommended books, free e-letters, list of grants and professional development opportunities.

www.creativehands.com: Project ideas and planning help by age, group size and skill level of adult leader.

www.whiteflowerfarm.com: Many online videos to view on planting techniques as well quality plants, seeds and bulbs to order.

www.learningcurve.com: Discounted toys, consumer information, BPA-free products to supplement breastfeeding, carseats and more.

www.shop4freebies.com: New free items listed daily.

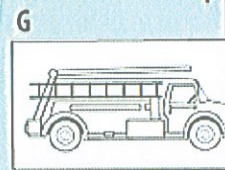
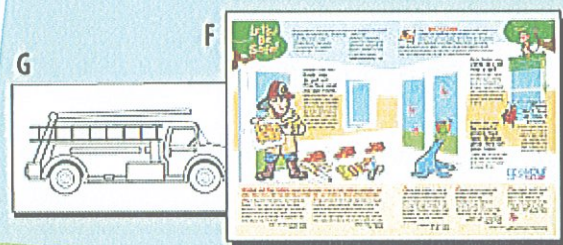
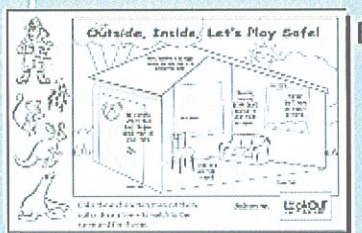
Make a Plan!

Teaching window and fire safety is important, and can be fun, too!

Add these **FREE** learning activities to your lesson plans.

We have developed several teaching tools to make memorable safety messages available to the children in your care. We encourage you to share this information with the children and their parents by ordering our **FREE** take-home learning materials, and by keeping these safety issues 'top of mind' in your daily teaching lessons.

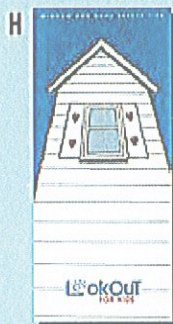
Designed for Pre-K through 2nd grade children



- ☐ 'Let's Play Safe' teaching poster (A) with safety rhymes, teaching text, and parent's letter.
- ☐ Safety flash cards (B) with simple rules for home and school.
- ☐ 'Look Out The Window' activity page (C).
- ☐ 'Time for Safety' color and paste game and Safety Stickers (D) to reward the children and reinforce key messages.
- ☐ 'Outside, Inside' match and color activity page (E).
- ☐ 'Let's Be Safe' with Fireman Frank activity page (F) has special tips from caregivers and instructions for the Fire Truck coloring template (G) to make an exit path out.
- ☐ LookOut For Kids® take-home brochure (H) for families, offers information about window and patio door safety, and how to plan an escape route in case of fire or emergency.

All our colorful and fun LookOut For Kids® program materials are available by contacting:

Kathy Coen
Andersen Corporation
LookOut For Kids Program
100 Fourth Avenue North
Bayport, MN 55003-1096
or e-mail your request:
lofk@andersencorp.com



Andersen Corporation is dedicated to providing window and fire safety information especially geared to the needs of children. Working together, we can help increase safety awareness to keep the precious children in your care safer! Visit: www.andersencorp.com



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Need continuing education hours?

CCIC videos count!

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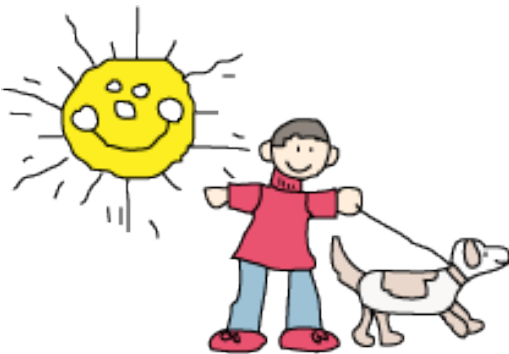


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TO ORDER RESOURCES:



- *Which newsletter issue are you looking at?*
- *What are the item numbers?*
- *When do you need them?*
- *Who are you? Give your name, center name, address, and phone number.*
- *Not finding anything on the list that you need?
Call and we will help you!*

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- Local phone: (608) 224-5388
- Fax: (608) 224-6178
- Email: ccic@dpi.wi.gov
- Internet: <http://dpi.wi.gov/ccic>

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Loan periods are:
2 weeks for books
1 week for videos

ARTICLES ARE YOURS TO KEEP.

